

INSEGNARE INGLESE



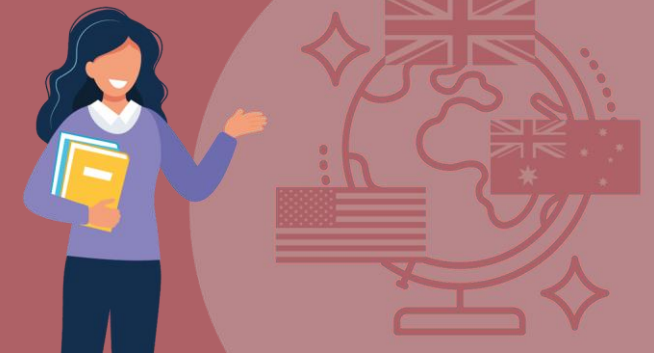
INSEGNARE INGLESE

WEBINAR

Lifelong citizenship learning

Shaping a new kind of civic education

Relatori: Tito Lombardo



Lifelong citizenship learning



1. A brief overview of citizenship and the 2030 Agenda (towards 2050)
2. The not-so-comfortable comfort zone
3. Looking in – looking out: student identity and well-being
4. Starting small and expanding citizenship ideas
5. Developing critical thinking skills: taking power, discussions and debate
6. Useful tools and resources for teaching citizenship



Citizenship and the 2030 Agenda

« formare cittadini responsabili e attivi – promuovere la partecipazione piena e consapevole alla vita civica, culturale e sociale della comunità, nel rispetto delle regole, dei diritti e dei doveri »

Legge 92/2019



Citizenship and the 2030 Agenda



Work together to
make a positive
impact in society



Citizenship and the 2030 Agenda

- Curricular – 33 hours
- Importance of the Italian Constitution
- Co-ordinating teacher
- Collegiate nature of teaching, decision making and evaluation
- Cross-curricular
- Stronger ties with families



8 macro areas (themes)

1. Italian Constitution, flag and national anthem
2. Agenda 2030 for sustainable development
3. Digital Citizenship (article 5)
4. Basics of law (especially regarding work)
5. Environmental education
6. Legality and fighting the mafia
7. Respecting and promoting cultural heritage
8. Civil protection



Citizenship and the 2030 Agenda

The **2030 Agenda for Sustainable Development** is the strategic plan to build a better world with no one left behind.



Citizenship and the 2030 Agenda



Citizenship and the 2030 Agenda



Citizenship and the 2030 Agenda

4 QUALITY EDUCATION



- 617 million children and adolescents do not meet minimum standards of literacy and numeracy
- 1 in 5 children between the ages of 6 and 17 do not attend school
- 750 million adults are illiterate, two-thirds of whom are women



Citizenship and the 2030 Agenda

5 GENDER EQUALITY



- At least 200 million girls have suffered mutilation
- 18% of women and girls aged 15-49 have suffered physical and/or sexual violence
- Women represent 39% of the workforce, but hold 27% of management positions



Citizenship and the 2030 Agenda



Key English Learning Objectives

- grammar
- vocabulary
- pronunciation
- the 4 skills
- 21st-century skills



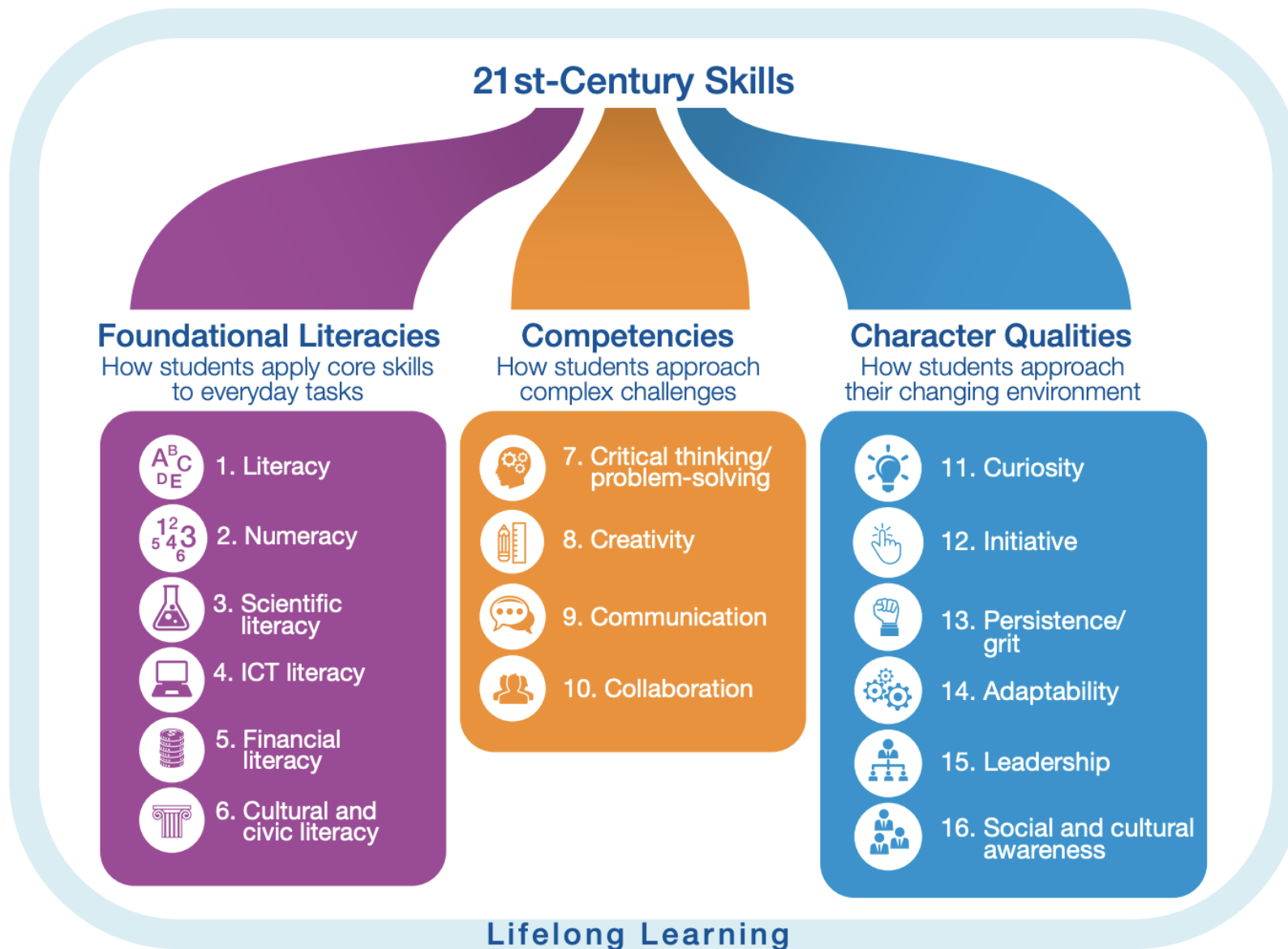


Image: World Economic Forum, New Vision for Education (2015)



Citizenship and the 2030 Agenda

Core values





Image: Montpellier school



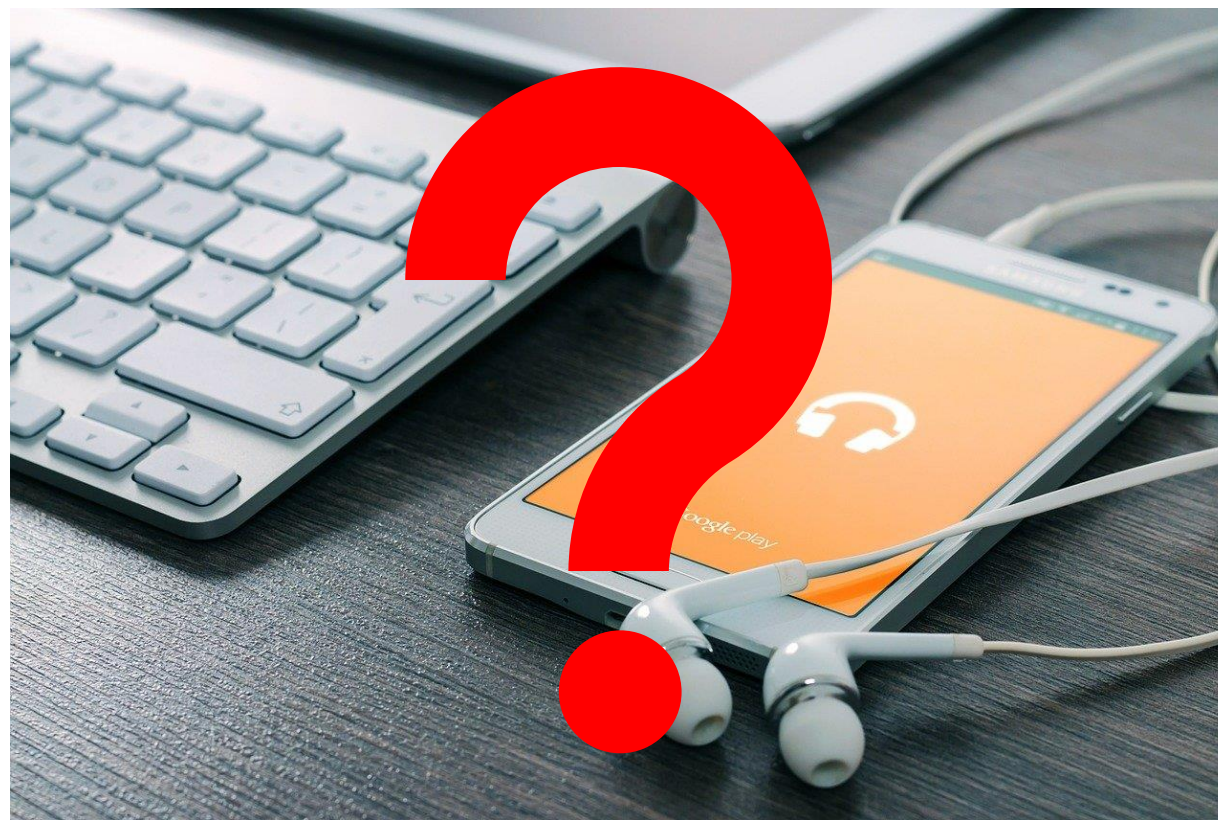
The not-so-comfortable comfort zone

Distance learning



The not-so-comfortable comfort zone

- Disparities in digital literacy and online access
- Living space
- Underserved communities, learning disabilities, bilingual learners, and mental health conditions



The not-so-comfortable comfort zone

*“The temptation to switch to **WhatsApp** or **Instagram** when I was supposed to be in class or doing schoolwork was another problem for me —and many of my friends.”*

Alice, 16



The not-so-comfortable comfort zone

What we can we do ...?

- Focus on student's strengths, interests, and passions
- Focus on the great **resilience** and courage they showed during lockdown
- **Citizenship** as an opportunity to engage and motivate students
- Expand inner growth, **core values** and **social awareness**



Looking in – looking out: student identity and well-being



Looking in – looking out: student identity and well-being

Key negative factors:

- Time in vs Time out in the real world
- Disorientation and lack of attention and focus.
- Weight gain, headaches, poor sleep, and eyestrain from too much screen time.
- Increased exposure to domestic violence.



Looking in – looking out: student identity and well-being

- Developing a sense of identity
- Acquiring awareness



Looking in – looking out: student identity and well-being

A student is **an active subject** committed to building his or her own **identity** in a process of continuous **interaction** with peers, adults, surrounding environment media and culture.



Looking in – looking out: student identity and well-being



Looking in – looking out: student identity and well-being

Critical thinking

Discussion

Cooperative learning

Debate

Social emotional learning



EDUCAZIONE CIVICA

Good Health and Well-being

3 GOOD HEALTH
AND WELL-BEING**What's the goal?**

To ensure healthy lives and promote well-being at all ages.

Why?

People need good physical and mental health to live productive lives and to build prosperous societies and healthy economies.

1 DEBATE In groups, discuss and tick (✓) the things you think teens worry about. What do you worry about?

- ☐ physical appearance and image
- ☐ identity and belonging to a group
- ☐ having friends
- ☐ relationships and family
- ☐ school work and exams
- ☐ being successful
- ☐ the news, world events
- ☐ the future



2 Try to answer the questions. Then look at the infographic below and check your answers.

- 1 What does mental health refer to?
- 2 What can influence our mental health in a negative way?
- 3 What are some signs that a person's mental health is suffering?
- 4 What are indicators of good mental health?

What is mental health?

Our mental health is our emotional, psychological and social well-being. It affects:

- how we think, feel and behave
- how we deal with stress
- how we relate¹ to other people
- the choices we make

What can affect our mental health negatively?

Excess stress, worry, feeling excluded or isolated can affect our mental health negatively.

62% of teens report that the news or the media cause them stress.

69% of teens admit to worrying about the future.

¹relazioniamo ²mananza

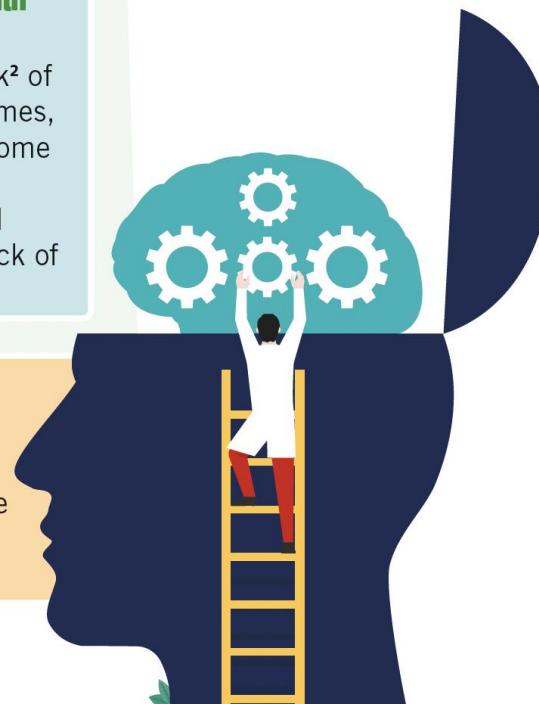
How do we know if we have problems with mental health?

It's normal to experience loneliness, lack² of self-esteem and lack of confidence at times, but it's not healthy if these feelings become chronic or extreme.

91% of teens say they have experienced stress-related symptoms, for example lack of motivation or feeling sad.

What does good mental health mean?

When our mental health is good, we are able to realise our full potential, manage stress, work well and participate positively in relationships and the community.



What is Social Emotional Learning?

The five core competencies that make up **SEL**:

- self-awareness
- self-management
- responsible decision-making
- relationship skills
- social awareness



Activity 1

1 **DEBATE** In groups, discuss these statements. Do you agree or disagree? Why?

Poverty means...

- having no control over decisions that affect your daily life.
- not having enough money to pay for basic needs like food, accommodation, heating and clothing.
- being unable to buy healthy food or new clothes.
- living in an area with high levels of crime and violence.
- living in a remote and isolated rural area.
- being unable to participate in normal social activities like going out with your friends to the cinema or to a restaurant.

6 **CRITICAL THINKING** Discuss the questions.

- 1 What do you think of Marcus Rashford's campaigns?
- 2 Do you know any other famous people who use their influence and position for good?
- 3 What help is available for low-income families in Italy? Does the government assist them? Do you think it does enough?
- 4 Discuss the quotation. Do you agree? Why?/Why not?

In a country well governed, poverty is something to be ashamed of. In a country badly governed, wealth is something to be ashamed of.

Confucius (Chinese teacher and philosopher)

A goal in life

In 2016, Marcus Rashford became the youngest footballer ever to score a goal in his first match for England, something he is quite rightly proud of. In 2020, he hit the ¹ _____ again, and scored a different goal, ⁵ one he is equally proud of. He published a letter in the ² _____ asking the British government to protect the vulnerable in society, especially children. So why did he do it?

Marcus wrote his letter because the government was planning ¹⁰ to cancel a food voucher scheme for children. Normally, children from low-income families receive free school meals when they're at school, but not during the ³ _____. Marcus remembered how he had been affected by food poverty when he was growing up. As a ⁴ _____ ¹⁵ with five kids, his mum worked full-time earning a minimum wage, but it still wasn't enough to feed her family. In his letter, Marcus said that the system makes it hard for families like his to succeed because no matter how hard his mum worked, they still had to rely on free school meals, food banks ²⁰ and soup kitchens to get by, as well as the kind actions of ⁵ _____ and Marcus's football coaches.



Starting small and expanding citizenship ideas

Introducing concepts of citizenship through various types of activities:

- Discussions and debates
- Group project and research work
- Digital competency skills
- CLIL Lessons and activities



Developing critical thinking skills

Discussions and debates

- How easy are they to organize and manage?
- Are they appropriate for all ages?
- Are students interested and willing?



Benefits of discussions and debates

- Help develop critical thinking, communication and logic skills
- Allow all the students to participate
- Develop life skills
- Use meaningful english
- Disadvantages? None at all – if prepared in advanced!

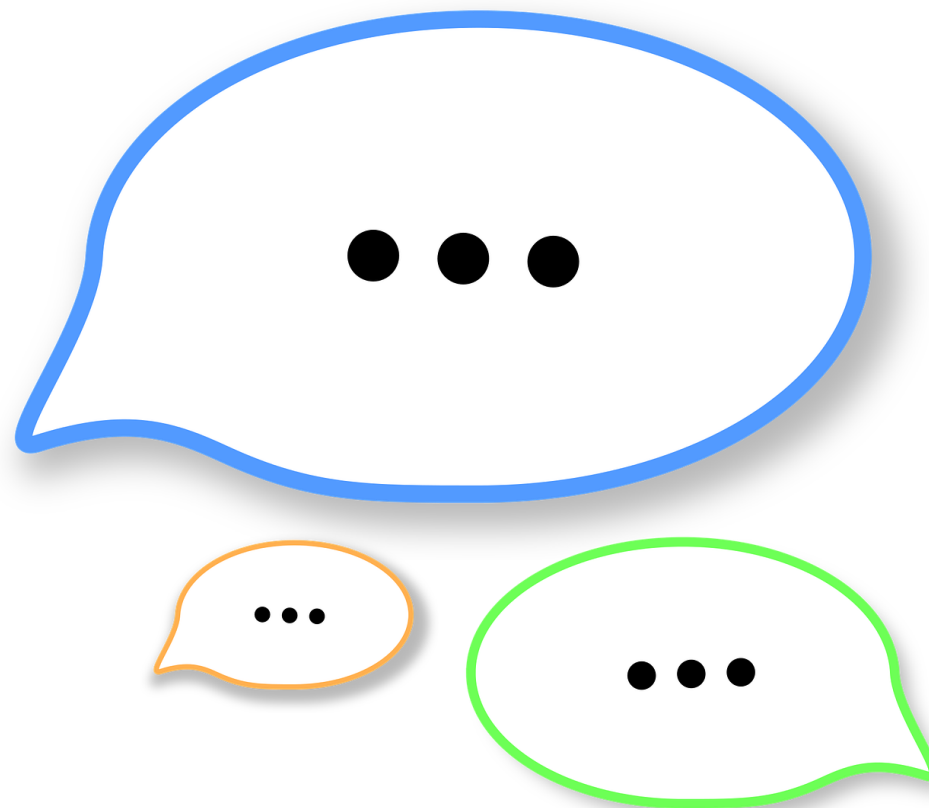


Planning the debate

- Teaching environment
- Pre-teach rules of debate
- Team/group selection and roles
- Importance of timekeeping and limits
- Choice of topic

And...

- Preparing your students!



Planning the debate

- 5 Debate** Per diventare cittadini britannici, bisogna superare un test di cittadinanza che comprende domande sui simboli e sulla storia del Regno Unito. Tutti dovrebbero sostenere un test per diventare cittadini di un Paese. Sei d'accordo oppure no? Completa la mappa e preparati al dibattito in classe.

Everyone should take a citizenship test if they want to become a citizen.



Because



Because

Useful language

I think/don't think it's a good idea because...
In my opinion, it is/isn't important because...
I agree/disagree.

- 6** A coppie. Immaginate di dover preparare un test di cittadinanza italiana. Scrivete 10 domande da fare ai candidati.

Debate motions

- a The prison system doesn't work.
- b Is the death penalty ever justified?
- c All offenders are bad people and deserve to be punished.
- d All school-leavers should do 60 hours of community service.
- e All cyberbullying should be a criminal offence.
- f Social media causes more harm than good.
- g People are wasting their lives on social media instead of living them in the real world.
- h Video games make people violent.



Preparing your students

- Language needs – vocabulary, structures, debating language
- Reading base and more
- Managing groups
- Checking on progress and preparation
- Q&A
- Trial run



Group project and research work

- Clearly defined tasks
- Keep groups small
- Clearly defined group roles
- Fair and clear allocation of tasks
- Clear ground rules for talking and listening
- Regular monitoring of project
- Targeted teacher support and interventions



Activity 1

Vocabulary Migration

5  2-48 Complete the text with twelve of the words. Then listen and check.

asylum • asylum seeker • border • conflict/war • deportation • detention centre • flee • humanitarian aid • integrate • migrant • NGO (non-governmental organisation) • patrol boat • people smuggler • persecution • prejudice • reception centre • refugee • refugee camp

Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family.'

Ban Ki-moon (former Secretary-General of The United Nations)

10

MAKE A CHANGE

VIDEO

DDI

1 **THINK** What are some of the reasons people leave their homes and migrate to other countries?

2  2-47  Watch, read and listen to the article. Why did Nujeen and her sister leave their home? What does Nujeen do now?

A new life

Nujeen Mustafa was sixteen when she and her sister were forced to flee the violent civil war in their home country of Syria. First, they travelled from Aleppo to Turkey, where they paid people smugglers to put them on a dangerously overloaded boat to Greece, and from there they travelled by bus and train through Europe. At one point, the girls were put in a detention centre in Slovenia.

15 That was a few years ago, and Nujeen is now living with her brother and sister in Germany, where she was granted asylum, and where the same journalist was reunited with her. He asked her how her life had changed. Nujeen told him Germany had welcomed her and that she no longer felt the same prejudice that she had experienced as a wheelchair user in Syria, where she had been unable to go to school or



Digital citizens

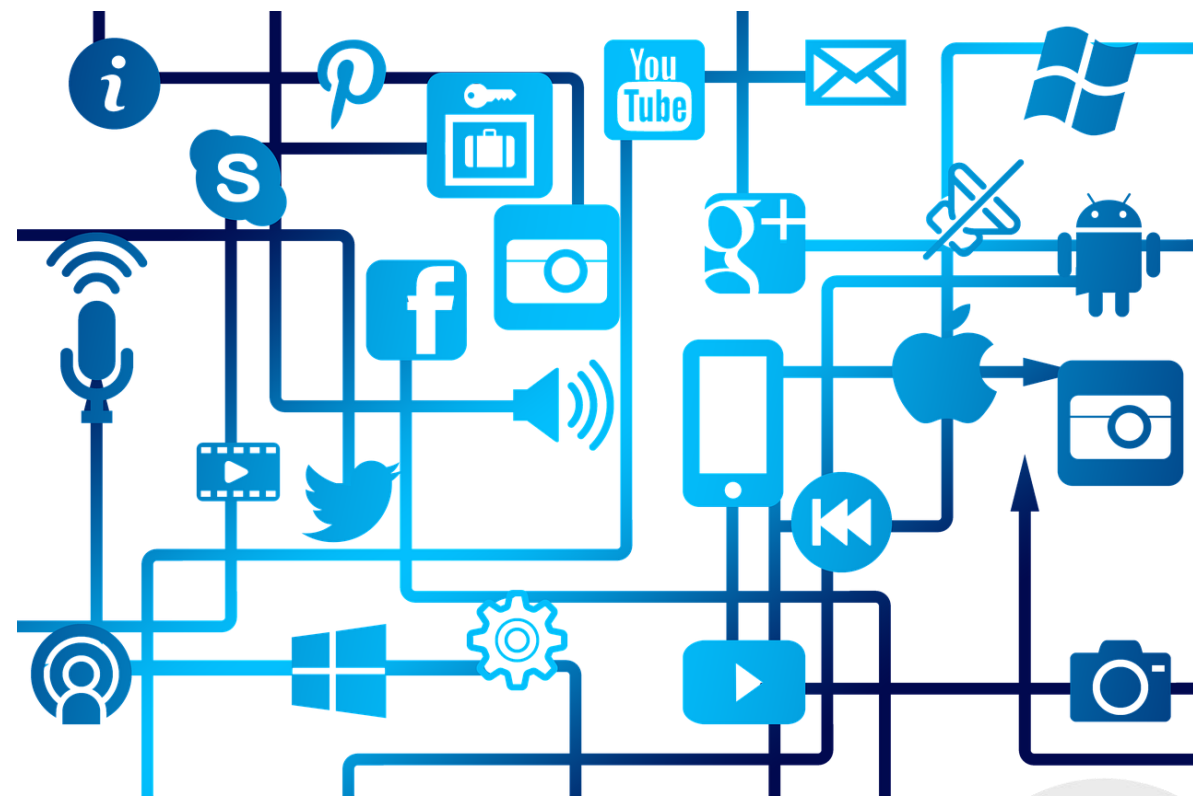
- Critical thinking
- Communication
- Problem solving
- Time management
- etc.



Digital competency teaching

Students learn to:

- respect themselves and others
- stay super safe online
- protect private information
- time awareness
- zero tolerance to cyberbullying
- respect copyright
- distinguish real from fake





Online safety



Self-image &
Identity



Cyberbullying



Digital footprint
& Reputation



Copyright



Privacy



Relationships &
Communication



Information literacy



Internet safety

Safe online
communication



Internet safety

4 THINK Read the tips. Can you add any others?

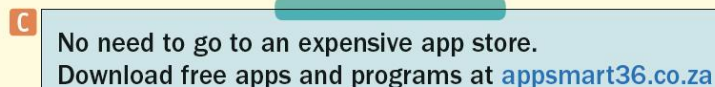
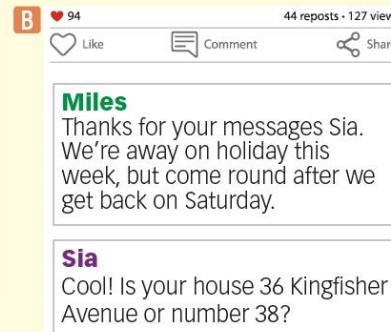
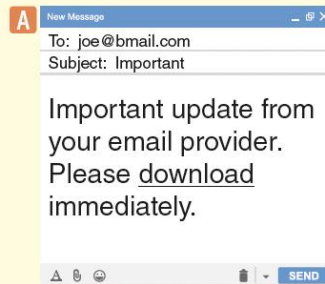
Stay safe online

- Some online activities can have hidden dangers, but following a few simple rules can help you to stay safe.
- 1 Only reply to or friend someone you already know. People assume false identities online, so you can't be sure who they really are. And never agree to meet someone you don't know.
- 2 Update your privacy settings on social media so only your friends can see your posts.
- 3 Never post your personal details, or tell anyone your password. Otherwise, strangers can follow you, send you unwanted messages or hack your accounts.
- 4 Never use real words or names as passwords, and change them regularly.
- 5 Don't open emails from unknown addresses.
- 6 If someone posts horrible messages about you or bullies you online, do not respond. Tell a parent or teacher.

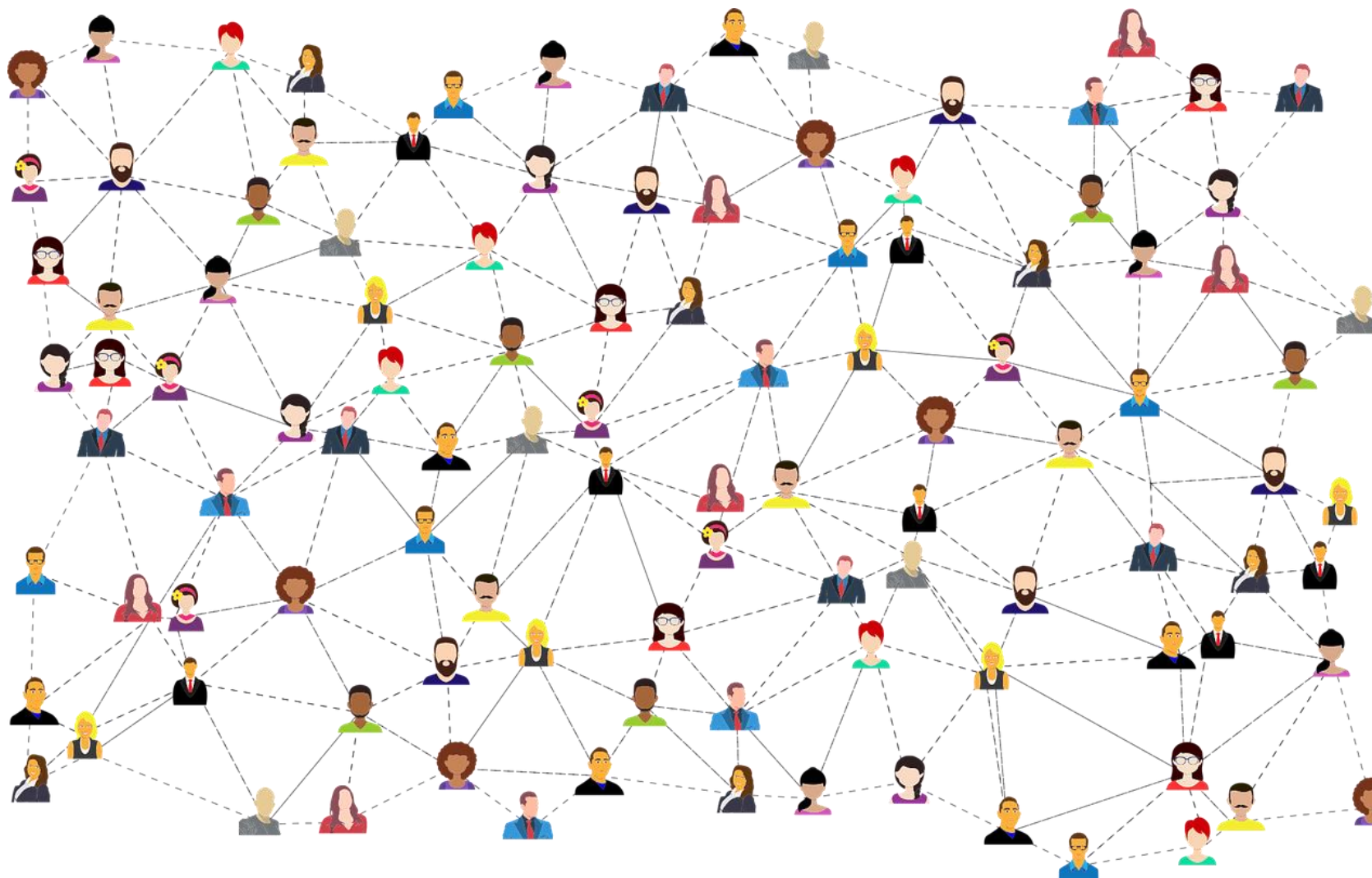
5 DISCUSS In pairs, look at the messages (A-D) and answer the questions.

- 1 What possible dangers do they contain?
- 2 How can the people avoid these dangers?

A is an email and I think this kind of email is sent by...



Relationships and communication



Cyberbullying



Cyberbullying

Be kind online

Cyberbullying is a big problem for young people. It's easier for bullies to post horrible messages online as they can **pretend**³ to be someone else or **hide behind**⁴ a username.

Cyberbullying can be worse than traditional bullying because it can happen any time you are online – at home, at school or out with or without your friends.

Glossary

¹**guess:** indovinare

²**fake:** falso

³**pretend:** fingere

⁴**hide behind:**
nascondersi dietro

Let's talk about...

positivity

We can often feel angry or sad when we go online because there's a lot of negative content and cyberbullying. Try to focus on the good things: follow accounts like GoodNews Network or Upworthy that share positive content and stories. Unfollow accounts that make you feel bad or unhappy.

4 Think What other things can you do to make the Internet a more positive place?



Self image and identity



Privacy and security

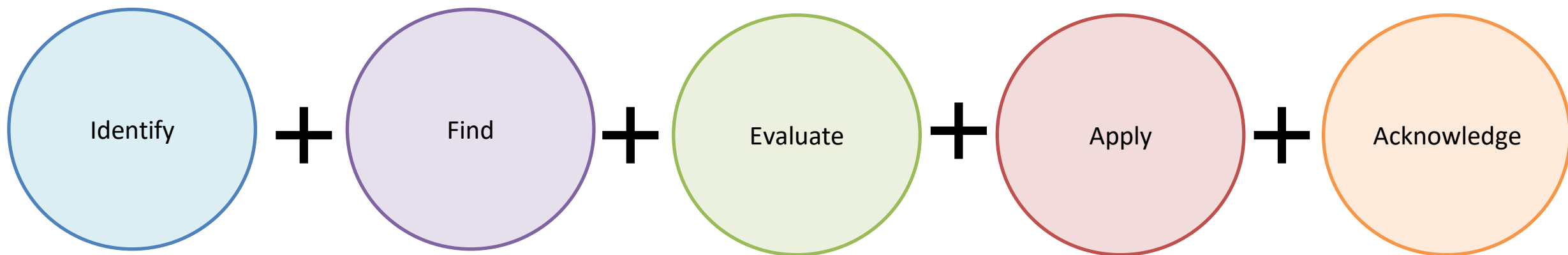
- Our digital footprint
- Powerful passwords
- Spam and phishing

Fun facts

The most common password is 123456.



Information literacy





Who's behind fake news?

We know that lots of online news stories are untrue. Some of this 'fake news' is pretty harmless, but other stories spread lies and prejudices to change people's views. Fake news can hurt people, and even affect elections – and the problem is getting worse. So who's behind it?

When we tracked down two fake news merchants, we expected to unmask super criminals.

5 Instead, we came across ordinary young people.

Creative credit and copyright



Activities

It's important to...

- pre-plan lessons, no improvising!
- give clear, realistic objectives and instructions
- prepare props, material and handouts
- be realistic about timing

Furthermore we need to consider...



Variety



Pace



Interest



Environment - True or False ?

1. The average household produces a tonne of rubbish a year. **True**
2. Over 1 million plastic bags are used every year worldwide. **False: over 5 trillion**
3. The amount of food wasted in Europe could feed 300 million people. **True**
4. It's better to wash dishes by hand rather than in the dishwasher. **False**
5. You should always rinse cans and bottles before recycling them. **True**



Environment

Do you protect the environment?

1. Do you recycle?
2. Do you save energy?
3. Do you use environmentally friendly products?



Environment

What do you do to protect the environment?

1. What do you recycle?
2. How do you save energy?
3. Which environmentally friendly products do you use?

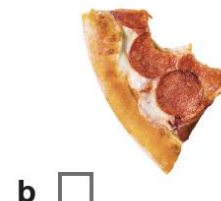


Environment

Waste bins



Warm up. Dove si buttano i seguenti oggetti (a-h)? Abbinali ai bidoni corrispondenti (1-5). Un oggetto non va nei bidoni dati e si deve portare in un punto di raccolta speciale. Quale?



What causes pollution and leads to global warming?

Brainstorm: In groups, think of as many causes of pollution and climate change



What causes pollution and leads to global warming ?

- factories
- air traffic
- traffic
- pesticides
- fertilizers
- waste
- deforestation
- greenhouse gases
- industrialization
- factory farming



How much rubbish do you produce?



12 RESPONSIBLE CONSUMPTION AND PRODUCTION
GLOBAL GOALS

Competences & Citizenship

Zero waste

Have you ever thought about how (0) much rubbish you produce? If you throw something away, (1)? Most of our rubbish goes into a landfill¹, or an incinerator. Both of these things are harmful² for the environment. Landfills pollute the soil³ and if you burn⁴ rubbish it releases

5 (2) These contribute to the extreme weather conditions that are now a familiar part of climate change, and cause natural disasters like floods, forest fires and tornados.

In the USA, each person produces about 2 kilograms of rubbish every day. But the Carter family in California (3) :

10 a lot less. In fact, the Carters only produce one bag of rubbish every six months! How do they do it? They have adopted a simpler, greener lifestyle to try and reduce their consumption and keep their waste production as low⁵

15 as possible. Now they only buy things that are absolutely necessary. When they (4), they take their own reusable containers and packets. They don't buy any food that comes in

20 packaging which can't be recycled. They also grow a lot of their own food and they make their own soap⁶, cleaning products and toothpaste!



The Carter family



War on waste!

Writing

- 7** In your groups. Make a poster for reducing waste. Give it a title and write four or five bullet points. Read the **Focus on writing** box and use your ideas from exercise 6. Explain why your changes will help the environment.

War on waste!

- Use soap, not shower gel.
- This will help ...

Focus on writing

Un poster dovrebbe esprimere un messaggio forte. Di solito è presente un'immagine ed è importante usare frasi brevi e mirate. Prova a usare titoli, imperativi e elenchi.



Global Goal 13 Climate Action

What can **you** do?

- Buy eco-friendly products.
- Consume less meat and become vegetarian for one day a week
- Recycle or upcycle paper, glass, plastic, metal and old electronics
- Choose reusable products.
- Reduce your use of paper.
- Adopt don't shop!
- Find out more about Climate Action charity in your area.



Modal verbs

Read the text and find 8 modal verbs

By the year 2050, scientists believe that changes in the climate could create 200 million refugees, people having to leave their countries because of climate changes. We must do something about this. We could increase recycling and use alternative forms of energy to travel. We should also save as much energy as possible and large multinational companies should find better working solutions and reduce pollution and waste. If we don't, there will be more and more natural disasters . What can we do to save our planet? There are many things we can do, but we need to act now .



Modal verbs

Read the text and find 8 modal verbs

By the year 2050, scientists believe that changes in the climate **could** create 200 million refugees, people having to leave their countries because of climate changes. We **must** do something about this. We **could** increase recycling and use alternative forms of energy to travel. We **should** also save as much energy as possible and large multinational companies **should** find better working solutions and reduce pollution and waste. If we don't, there **will** be more and more natural disasters . What **can** we do to save our planet? There are many things we **could** do, but we need to act now.



Modal verbs

Write sentences using the modal verbs to give advice on how to protect the environment.

Could
Should
Can
Must
Might

reuse plastic bags
use public transport
reduce waste
use technology
plant trees
use green energy

to save ...
to reduce ...
to prevent ...
to replace ...
to not waste ...
to protect ...



What about you ?

- What do you think people and the government could do to help protect the environment?
- What will happen if we don't save the environment?

Write a paragraph using modal verbs.



Useful links

- <https://www.aeseducation.com/blog/what-is-digital-citizenship>
- <https://www.commonsense.org/education/digital-citizenship>
- <https://ihjournal.com/debating-in-the-efl-classroom>
- <http://www.ccsenet.org/journal/index.php/elt/article/view/23054>
- <https://esldebates.com/a-teachers-guide-the-basics-of-a-classroom-debate/>
- <https://www.fluentu.com/blog/educator-english/esl-debates/>
- <https://busyteacher.org/21711-great-debates-9-steps-to-organizing.html>



Thank you!

